

SPE 4525 (4925) - Communication and Early Literacy Skills of Children (Birth to 8) At Risk and with Exceptional Learning Needs.

This course addresses strategies for assessment and instruction of verbal/nonverbal communication and early literacy skills of young children ages birth to eight at risk and with exceptional learning needs across levels of severity, excluding visual impairment. Additional areas of emphasis include: cultural and linguistic diversity, assistive communication devices, and collaboration with families and Speech Language Pathologists.

Prerequisites & Notes: SPE 3000 and 3220 or 3200/3201. Permission of the Department Chairperson required for non-majors. Credits: 3

Grading Methods: Traditional (ABCDF)
 ABC/NC
 C/NC
 AU

Repeat information: May be repeated
How many times _____
For how many maximum total hours? _____
 May not be repeated

Restriction(s): Open only to Special Education majors
 Open to Non-Special Education majors
 College affiliation (or exclusion)
 Major affiliation (or exclusion):
 Undergraduate level
 Graduate level
 Class level

Prerequisite(s) SPE 2000, 3000, and 3220 or 3200/3201 or permission of the department chairperson

Co-requisite(s) None

Equivalent EIU Course(s): None

Authority to waive
prerequisite: Chairperson

Required Text:

McCormick, L., Loeb, D., & Schiefelbusch, R.L. (2003). *Supporting children with communication difficulties in inclusive settings* (2nd ed.). Massachusetts: Allyn & Bacon Publishing Co.

Support of Conceptual Framework:

See “Relationship of the Course to Unit Theme and Conceptual Framework”

Methods of Instruction:

The ecological model is reflected through the use of lecture accompanied by overhead presentations. The students are given the opportunity to apply new concepts through in-class cooperative learning activities that solidify the presented concepts. Guest speakers, using power point and lecture are invited to share their expertise on particular issues of interest covered in the course. Instruction throughout the course strives to cover content in a multi-modality fashion.

Learning Outcomes/Objectives:

See Standards. . .

Grading Policy:

The grading scale is as follows:

- A = 90-100% of total points
- B = 80-89% of total points
- C = 70%-79% of total points
- D = 60-69% of total points
- F = less than 60% of total points

Assignments:

See “Methods of Assessment” and “Major Evaluation Components”...

Chart of Assessments:

See Chart. . .

Undergraduate/Initial: Chart of Assessments

Assessment Name	Brief Description	Initial Unit Standards Addressed									Dispositions Addressed				
		1	2	3	4	5	6	7	8	9	1	2	3	4	5
Exams/Quizzes	Teacher candidate demonstrates knowledge through multiple choice, true/false and essay questions.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Early Literacy Lesson Plan	Teacher candidate develops an early literacy lesson plan based upon a case study.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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List of Initial Unit Standards:

- Standard 1 – Teaching Diverse Students
- Standard 2 – Content Area and Pedagogical Knowledge
- Standard 3 – Planning for Differentiated Instruction
- Standard 4 – Learning Environment
- Standard 5 – Instructional Delivery
- Standard 6 – Reading, Writing, and Oral Communication
- Standard 7 – Assessment
- Standard 8 – Collaborative Relationships
- Standard 9 – Professionalism, Leadership, and Advocacy

List of Unit Dispositions:

- Disposition 1 – Interaction with Students
- Disposition 2 – Professional and Ethical Practice
- Disposition 3 – Effective Communication
- Disposition 4 – Planning for Teaching and Student Learning
- Disposition 5 – Sensitivity to Diversity and Equity

This course is:

- Writing – Active
- Writing – Intensive
- Writing – Centered

This course is:

- Technology-aware: This course uses the Internet and other technologies to augment a regularly scheduled face-to-face course section by providing basic catalog, scheduling, syllabus, and other routine information via the Internet. No two-way technology-based interaction between faculty and students is facilitated.
- Technology-enhanced: This course adds opportunities for interaction between faculty member and the students or among students; course related information, including handouts and assignments, may be published dynamically during the course and students may submit and have assignments returned electronically. The primary and predominant mode of instruction is face-to-face.
- Technology-delivered: This course is designed and scheduled to use technology as the exclusive or predominant mode of instruction and faculty-student interaction.
- ITV: This course uses interactive television; it uses synchronous point-to-point interactive video as the exclusive or predominant mode of instruction.

Relationship of the Course to Unit Theme and Conceptual Framework

Conceptual Framework Unit Theme: Educator As Creator of Effective Educational Environments.

In the course the historical perspectives of language development and the influence on language by culture and family dynamics are presented through lecture. The components of language are discussed as related to language development in young children. Informal assessment tools are created and administered by the students to determine language deficiencies in children ages 3-5. Language goals and objectives are written from a case study. Topics related to language assessment and instruction are researched and presented by the students to their classmates.

The Five Domains: Subjects, Strategies, Students, Societies and Communities, and Technology:

Diverse Subjects: Explore language as related to form, content and use including articulation, syntax, semantics, phonology, morphology, pragmatics, and literacy

Diverse Strategies: Awareness and exposure to standardized language assessment tools and informal assessment techniques, e.g. interviews and rating scales; creation and administration of informal assessment tools; augmentative communication strategies are reviewed

- Diverse Students: Diverse needs of children are addressed as applied to the use of the various assessment techniques and tools; presentation by guest speakers, assessment of one child, use of various case studies, and viewing videos of the different techniques used to identify different student language/communication needs and effective language instruction techniques
- Diverse Societies: Demographic information, cultural communication norms, strategies that enhance and empower families in communication development through the employment of the IEP/IFSP
- Diverse Communities: Consideration of cultural, economic, and family dynamics are continually a focus of attention through all aspects of the course discussions
- Technology: Students use word processors and graphs to report the results of the assessment data, resources available on the internet related to communication assessment and instruction are explored, the informal assessment project is videotaped for later transcription and interpretation??

The Learning Model for this course is: Ecological model

Methods used in teaching this course which reflect this learning model:

The ecological model is reflected through the use of lecture accompanied by overhead presentations. The teacher candidates are given the opportunity to apply new concepts through in-class cooperative learning activities that solidify the presented concepts. Guest speakers, using Power Point and lecture are invited to share their expertise on particular issues of interest covered in the course. Instruction throughout the course strives to cover content in a multi-modality fashion.

Methods of assessment of teacher candidate performance relative to the theme and/or the domains):

- Three exams including multiple choice, true/false, matching short answer, and essay questions
- Articulation Picture Test (DELETE)
- Article Review and Presentation (DELETE Presentation)
- Language Sample
- Development of Language Goals and Objectives (DELETE)
- Early Literacy Lesson Plan

(ADD) Emergent Literacy Assessment

CEC Content Standards Addressed In This Course

Early Childhood: CEC Common Core Standards, including Knowledge and Skills:

Standard 1: Foundations

EC1K1: Historical and Philosophical Foundations of services for young children with/without exceptional needs

EC1K2: Trends and issues in ECE and ECSE

Skills:

- personal/philosophical statement

Standard 2: Development and Characteristics of Learners

EC2K1: Theories of typical and atypical early childhood development

EC2K4: Significance of socio-cultural and political contexts for the development and learning of young children who are culturally and linguistically diverse

Standard 3: Individual Learning Differences

EC3S1: Use of intervention strategies with young children and their families that affirm and respect family, cultural and linguistic diversity.

Standard 4: Instructional Strategies

EC4S1: Use of instructional practices based on knowledge of child, family, community, and curriculum

EC4S2: Use knowledge of future educational settings to develop learning experiences and select instructional strategies for young children.

EC4S3 Prepare young children for successful transitions

Standard 5: Learning Environments and Social Interactions

EC5S1: Implement nutrition plan and feeding strategies

EC5S4: Provide a stimuli-rich indoor/outdoor environment that employs materials, media, technology, including assistive and adaptive technology

Standard 6: Communication

EC6S1: Support and Facilitate family and child interactions as primary contexts for learning and development

CEC Content Standards Addressed In This Course Early Childhood: CEC Common Core Standards, including Knowledge and Skills:

Standard 7: Instructional Planning

- EC7S3: Design intervention strategies incorporating information from multiple disciplines
- EC7S4: Implement developmentally and functionally appropriate individual and group activities including play, environmental routines, parent-mediated activities, group projects, cooperative learning, inquiry experiences, and systematic instruction

Standard 8: Assessment:

- EC8S1: Assess the development and learning of young children
- EC8S4: Assist families in identifying their concerns, resources, and priorities
- EC8S5: Participate and collaborate as a team member with other professionals in conducting family-centered assessments

Standard 9: Professional and Ethical Practices

- EC9S3: Respect family choices and goals
- EC9S7: Apply research and effective practices critically in early childhood settings

Standard 10: Collaboration of services for young children with exceptional learning needs and their families, including networks and organizations.

- EC10S3: Apply models of team process in early childhood settings
- EC10S7: Provide consultation and instruction specific to services for children and families
- EC10S7: Evaluate services with families

CEC Individualized General Curriculum Standards, including Knowledge and Skills:

Standard 1 – Foundations

Knowledge:

- Definitions and issues related to the identification of individuals with disabilities.
- Models and theories of deviance and behavior problems.
- Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice
- The legal, judicial, and educational systems to assist individuals with disabilities.
- Continuum of placement and services available for individuals with disabilities.
- Laws and policies related to provision of specialized health care in educational settings.
- Factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities.

- Principles of normalization and concept of least restrictive environment.
- Theory of reinforcement techniques in serving individuals with disabilities

Standard 2 - Development and Characteristics of Learners

Knowledge:

- Etiology and diagnosis related to various theoretical approaches.
- Impact of sensory impairments, physical and health disabilities on individuals, families and society.
- Etiologies and medical aspects of conditions affecting individuals with disabilities.
- Psychological and social-emotional characteristics of individuals with disabilities.
- Common etiologies and the impact of sensory disabilities on learning and experience.

Standard 6 – Language

Knowledge:

- Impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities.
- Communication and social interaction alternatives for individuals who are nonspeaking.
- Typical language development and how that may differ for individuals with learning disabilities.

Skill:

- Enhance vocabulary development
- Teach strategies for spelling accuracy and generalization
- Teach individuals with disabilities to monitor for errors in oral and written language.
- Teach methods and strategies for producing legible documents.
- Plan instruction on the use of alternative and augmentative communication systems.

Standard 7 - Instructional Planning

Knowledge:

- Integrate academic instruction and behavior management for individuals and groups with disabilities.
- Model career, vocational, and transition programs for individuals with disabilities.
- Interventions and services for children who may be at risk for learning disabilities.
- Relationships among disabilities and reading instruction.

Skill:

- Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.
- Select and use specialized instructional strategies appropriate to the abilities and needs of the individual
- Plan and implement age and ability appropriate instruction for individuals with disabilities.
- Select, design, and use technology, materials and resources required to educate individuals whose disabilities interfere with communication.
- Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans.
- Design and implement instructional programs that address independent living and career education for individuals.
- Design, implement, and evaluate instructional programs that enhance social participation across environments.

Standard 10 – Collaboration

Knowledge:

- Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with disabilities.
- Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities. Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities.
- Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities.

Skill:

- Use local, community, and state and provincial resources to assist in programming with individuals with disabilities.
- Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities.

CEC Individualized Independence Curriculum Standards, including Knowledge and Skills:

Standard 1 - Foundations

Knowledge:

- Definitions and issues related to the identification of individuals with disabilities.
- Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice

- The legal, judicial, and educational systems to assist individuals with disabilities.
- Continuum of placement and services available for individuals with disabilities.
- Laws and policies related to provision of specialized health care in educational settings.
- Principles of normalization and concept of least restrictive environment.

Standard 2 - Development and Characteristics of Learners

Knowledge:

- Etiology and diagnosis related to various theoretical approaches.
- Impact of sensory impairments, physical and health disabilities on individuals, families and society.
- Etiologies and medical aspects of conditions affecting individuals with disabilities
- Psychological and social-emotional characteristics of individuals with disabilities.

Standard 3 - Individual Learning Differences

Knowledge:

- Impact of disabilities may have on auditory and information processing skills.
- Impact of multiple disabilities on behavior.

Skill:

- Relate levels of support to the needs of the individual

Standard 4 - Instructional Strategies

Knowledge:

- Specialized materials for individuals with disabilities.
- Prevention and intervention strategies for individuals with disabilities.
- Strategies for integrating student initiated learning experiences into ongoing instruction.
- Resources, and techniques used to transition individuals with disabilities into and out of school and post-school environments.

Skill:

- Use research-supported instructional strategies and practices.
- Use appropriate adaptations and assistive technology for all individuals with disabilities.
- Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.
- Use responses and errors to guide instructional decisions and provide feedback to learners.

Standard 6 - Language

Knowledge:

- Impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities.
- Communication and social interaction alternatives for individuals who are nonspeaking.

Skill:

- Teach individuals with disabilities to monitor for errors in oral and written language.
- Teach methods and strategies for producing legible documents.
- Plan instruction on the use of alternative and augmentative communication systems.

Standard 7 - Instructional Planning

Knowledge:

- Model career, vocational, and transition programs for individuals with disabilities.

Skill:

- Plan and implement individualized reinforcement systems and environmental modifications.
- Plan and implement age- and ability- appropriate instruction for individuals with disabilities.
- Select and plan for integration of related services into the instructional program.
- Select, design, and use media, materials, and resources required to educate individuals whose disabilities interfere with communications
- Interpret sensory and physical information to create or adapt appropriate learning plans.
- Design, implement, and evaluate instructional programs that enhance social participation across environments.

Standard 9 - Professional and Ethical Practice

Knowledge:

- Sources of unique services, networks, and organizations for individuals with disabilities
- Organizations and publications relevant to individuals with disabilities.

Skill:

- Participate in the activities of professional organizations relevant to individuals with disabilities.
- Ethical responsibility to advocate for appropriate services for individuals with disabilities.

- Seek information regarding protocols, procedural guidelines, and policies designed to assist individuals with disabilities as they participate in school and community-based activities.

Standard 10 – Collaboration

Knowledge:

- Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with disabilities.
- Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities.
- Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities.

Skill:

- Participate in the selection and implementation of augmentative or alternative communication systems.
- Use local, community, and state and provincial resources to assist in programming with individuals with disabilities.
- Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities.
- Implicit to all of the knowledge and skills standards in this section is the focus on individuals with disabilities whose education is in an individualized independence curriculum.

Illinois Professional Teaching Standards (IPTS)

Standard 1- Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

Knowledge Indicators – The competent teacher:

- 1A (I) understands the spectrum of human diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners(ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum
- 1C (I) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior Knowledge, economic circumstances and diversity within the community
- 1D) (I) understands the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as “IDEA”) (20 USC 1400 et seq.), its implementing

regulations (34 CFR 300; 2006), Article 14 of the School Code [105 ILCS 5/Art.14] and 23 Ill. Adm. Code 226 (Special Education);

- 1E) (I) understands the impact of linguistic and cultural diversity on learning and communication;
- 1F) (I) understands his or her personal perspectives and biases and their effects on one's teaching;
- 1G) (I) understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs.

Performance Indicators – The competent teacher:

- 1H) (I) analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement;
- 1I) (I) stimulates prior knowledge and links new ideas to already familiar ideas and experiences;
- 1J) (I) differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs;
- 1K) (I) facilitates a learning community in which differences are respected;
- 1L) (I) uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.

Standard 2 - Content Area and Pedagogical Knowledge – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

Knowledge Indicators – The competent teacher:

- 2H) (I) understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills.

Performance Indicators – The competent teacher:

- 2O) (I) designs learning experiences and utilizes assistive technology and digital tools to provide access to general curricular content to individuals with disabilities;

Standard 3 - Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

Knowledge Indicators – The competent teacher:

- 3C)(I) understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction;

3E) (I) understands the appropriate role of technology, including assistive technology, to address student needs, as well as how to incorporate contemporary tools and resources to maximize student learning;

3G) (D) understands how research and data guide instructional planning, delivery, and adaptation;

3H) (D) establishes high expectations for each student's learning and behavior;

Performance Indicators – The competent teacher:

3N) (D) accesses and uses a wide range of information and instructional technologies to enhance a student's ongoing growth and achievement;

3P) (I) works with others to adapt and modify instruction to meet individual student needs;

3Q) (I) develops or selects relevant instructional content, materials, resources, and strategies (e.g., project-based learning) for differentiating instruction.

Standard 4 - Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

Knowledge Indicators – The competent teacher:

4D) (D) understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement;

Performance Indicators- The competent teacher:

4J) (I) creates clear expectations and procedures for communication and behavior and a physical

setting conducive to achieving classroom goals

Standard 5 - Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

Knowledge Indicators- The competent teacher:

5F) (I) knows strategies to maximize student attentiveness and engagement

5H) (I) understands when and how to adapt or modify instruction based on outcome data as well as

Student needs, goals, and responses

Performance Indicators-The competent teacher:

5M) (I) uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences;

5N) (I) uses technology to accomplish differentiated instructional objectives that enhance learning for each student;

- 5P) (I) uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student;

Standard 6- Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

Knowledge Indicators – The competent teacher:

- 6A) (I) understands appropriate and varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas;
- 6B) (D) understands that the reading process involves the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation;
- 6C) (D) understands communication theory, language development, and the role of language in learning;
- 6D) (D) understands writing processes and their importance to content learning;
- 6E) (P) knows and models standard conventions of written and oral communications;
- 6F) (D) recognizes the relationships among reading, writing, and oral communication and understands how to integrate these components to increase content learning;
- 6G) (D) understands how to design, select, modify, and evaluate a wide range of materials for the content areas and the reading needs of the student;
- 6H) (D) understands how to use a variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each student; and
- 6I) (D) knows appropriate and varied instructional approaches, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas.

Performance Indicators – The competent teacher:

- 6J) (D) selects, modifies, and uses a wide range of printed, visual, or auditory materials, and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, and struggling and advanced readers);
- 6N) (D) uses modeling, explanation, practice, and feedback to teach students to monitor and apply comprehension strategies independently, appropriate to the content learning;

Standard 7 - Assessment – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

Knowledge Indicators – The competent teacher:

- 7A) (D) understands the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools;
- 7B) (D) understands that assessment is a means of evaluating how students learn and what they know and are able to do in order to meet the Illinois Learning Standards;
- 7C) (D) understands measurement theory and assessment-related issues, such as validity, reliability, bias, and appropriate and accurate scoring;
- 7D) (D) understands current terminology and procedures necessary for the appropriate analysis and interpretation of assessment data;
- 7E) (D) understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction;
- 7F) (D) knows research-based assessment strategies appropriate for each student;
- 7G) (D) understands how to make data-driven decisions using assessment results to adjust practices to meet the needs of each student;
- 7H) (I) knows legal provisions, rules, and guidelines regarding assessments and assessment accommodations for all student populations
- 7I) (D) knows assessment and progress monitoring techniques to assess the effectiveness of instruction for each student.

Performance Indicators – The competent teacher:

- 7(K) (I) appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of an individual student and the class as a whole
- 7M) (I) maintains useful and accurate records of student work and performance;
- 7O) (I) effectively uses appropriate technologies to conduct assessments, monitor performance, and assess student progress
- 7R) (D) uses assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.

Standard 8 - Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

Knowledge Indicators – The competent teacher:

- 8D) (D) understands the benefits, barriers, and techniques involved in parent and family collaborations;
- 8H) (I) understands the concerns of families of students with disabilities and knows appropriate strategies to collaborate with students and their families in addressing these concerns

Performance Indicators— The competent teacher:

8M)(D) uses digital tools and resources to promote collaborative interactions

8O)(D) collaborates with school personnel in the implementation of appropriate assessment and Instruction for designated students

Standard 9- Professionalism, Leadership, and Advocacy- The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

Knowledge Indicators—The competent teacher:

9A) (I) evaluates best practices and research-based materials against benchmarks within the Disciplines

Performance Indicators- The competent teacher:

9I) (I) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect

9J) (I) maintains accurate records, manages data effectively, and protects confidentiality of information pertaining to each student and family

9M) (I) communicates relevant information and ideas effectively to students, parents or guardians, and Peers, using a variety of technology and digital-age media and formats

9T) (I) models and teaches safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources

State of Illinois Standards for Early Childhood Special Education Teachers

(ISBE ECSE)

STANDARD 1- Content Knowledge

The competent early childhood special education (ECSE) teacher understands the central concepts, tools of inquiry, and structures of developmental, functional, and learning curriculum areas appropriate to young children, and creates and provides integrated experiences that develop each child's competence across curriculum areas.

Knowledge:

The competent ECSE teacher understands:

1A. major concepts, assumptions, debates, principles, theories, and processes of inquiry that are central to early childhood special education and its related fields and to its own history, legislation, and research.

1B. how current development, knowledge, beliefs, and dispositional frameworks influence attitudes and frameworks for further learning and development.

1D. developmental curriculum areas, including social, emotional, cognitive, language, and

physical development.

- 1F. the structure of curriculum areas within the multiple teaching settings including in early childhood special education from birth to grade three, and the relationship of this structure to other areas of knowledge and to life-long development and learning.

Performance:

The competent ECSE teacher:

- 1I. matches different ways of knowing and methods of instruction to different academic, developmental, and functional/adaptive goals and outcomes.
- 1J. promotes children's skills in using technologies to support learning across content and developmental areas, including technologies that provide access to the general education curriculum and to participation in natural environments for children with disabilities.
- 1K. organizes content and experiences to support children's understanding and learning, and engages children in generating and examining their own emerging knowledge.

STANDARD 2 - Human Development and Learning:

The competent ECSE teacher understands how individuals grow, develop, and learn, as well as the implications of disabilities and other special needs and circumstances for development, and provides developmental and learning opportunities that ameliorate or remediate the effects of these conditions on the intellectual, social, emotional, and physical development of young children with disabilities from birth through grade three.

Knowledge:

The competent ECSE teacher understands

- 2B. the characteristics and sequences of normal development in cognitive, emotional, social, language, and motor domains, as well as interactions and influences among domains.
- 2C. the characteristics of, and influences of life situations on, children's construction of cognitive, emotional, social and aesthetic understandings, language, mental health, and adaptive and motor skills, including developmental consequences of stress and trauma as well as protective factors and resilience.
- 2D. the educational implications of different disabilities, as well as their potential effects on development and life experiences in early childhood and over time.
- 2F. how developmental and learning factors, including factors related to individual differences stemming from various disabling conditions, influence instructional decisions.

Performance:

The competent ECSE teacher

- 2I. applies knowledge of typical and atypical child development and the interrelationships among developmental domains and learning to interpreting behavior and making instructional decisions in academic, developmental, and functional/adaptive domains.

- 2J. applies knowledge of development and learning to designing instructional experiences that ameliorate the effects of disabilities on the acquisition of new information and skills.
- 2K. outlines structures for instruction that link new ideas and experiences to current understandings and abilities and to already familiar ideas and experiences.
- 2L. incorporates goals and expectations of varying levels of complexity into instruction so that instructional activities are engaging and meaningful to children at different levels of development and with diverse learning needs.

STANDARD 3 - Diversity:

The competent ECSE teacher understands how children and families differ in their perspectives and approaches to development, learning, and disability and provides curriculum and instructional environments within the context of family, classroom, and community that honor the families' and communities' beliefs, values, and practices.

Knowledge:

The competent ECSE teacher understands

- 3A. the characteristics and etiologies of common disabilities and conditions in young children, including typical developmental patterns related to conditions such as prematurity and low birth weight, and describes specific implications for development and learning.
- 3B. the significance of familial, cultural and societal contexts, as well as of individual abilities, experiences, talents, dispositions, prior learning, and individual needs, for children's development and learning.
- 3C. the significance of familial, cultural and social contexts for interpretation of disability and the role of the young child with disabilities within the family and community.
- 3D. the process of second language acquisition and strategies to support the learning of children whose first language is not English.
- 3E. normal individual variation in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and how these differences interact with individual differences related to disabilities and other individual differences such as culture and language.

Performance:

The competent ECSE teacher

- 3F. develops and selects learning experiences and strategies that affirm and respect family, cultural, and societal diversity, including language differences, as well as differences related to disability.
- 3H. seeks information about and incorporates knowledge of children's experiences, cultures, and community resources into teaching, using a well-grounded framework to guide understanding and practice.

STANDARD 4 - Planning for Instruction:

The competent ECSE teacher understands and employs a range of curriculum and instructional approaches for fostering individual abilities and meeting the individual learning needs within the contexts of group and individualized instruction in a variety of classrooms, communities, and home environments and develops individual long-term and short-term educational and service plans based on knowledge of children, families, communities, content areas, and early childhood curriculum goals, as well as knowledge of individual children's abilities and needs and families' goals, priorities, and concerns for their child.

Knowledge:

The competent ECSE teacher understands

- 4C. short-term and long-term teaching plans consistent with curriculum goals, learning theory, and individual differences, including personal and experiential differences related to disability.
- 4E. a variety of instructional strategies for fostering an array of learning and developmental outcomes within the context of individual abilities, dispositions, and needs, including those related to disabilities.
- 4F. the rationale for and practices underlying developmentally appropriate methods that include play, small group projects, open-ended questioning, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.
- 4G. the appropriate use of technology with young children, including assistive technology for use with children with disabilities.
- 4H. when and how to adjust plans based on child responses to instruction.
- 4I. how to use various technological tools to access and manage information.

Performance:

The competent ECSE teacher

- 4M. evaluates and selects intervention curricula, methods, and materials, including instructional technologies, that incorporate knowledge of curriculum content and respect individual variation in children's learning styles and performance modes, as well as variation in characteristics and ability in children with motor, sensory, health, social-emotional and/or cognitive disabilities.
- 4N. develops a range of approaches for presenting concepts in order to promote children's understanding of diverse perspectives.
- 4P. makes specific adaptations in goals and teaching methods, including technological adaptations, for the special needs of children who have unique talents, learning and developmental needs, or specific disabilities.
- 4T. designs plans that integrate technology, including adaptive and assistive technology, into educational settings.

- 4V. selects instructional practices that are pedagogically sound and legally defensible, choosing alternative strategies and materials to achieve different educational purposes and meet different children's needs.

STANDARD 5 – Learning Environment

The competent ECSE teacher uses an understanding of young children’s social and emotional development to create group and individual environments and learning opportunities based on and supportive of positive social interaction, active engagement in learning, intrinsic motivation, and self-esteem.

Knowledge:

The competent ECSE teacher understands:

- 5B. factors that influence motivation and engagement, including teacher attitudes and behaviors as well as child factors such as temperament, mental health, and disability, and knows a variety of approaches for helping children become self-motivated
- 5D. approaches to adapting environments to meet specific learning and developmental needs related to individual differences in development, learning, dispositions, and talents
- 5E. a variety of preventive and remedial approaches for promoting self-regulation and discipline in groups and individuals

Performance:

The competent ECSE teacher:

- 5M. monitors individual and group learning activities for factors related to engagement and achievement.

STANDARD 6 - Instructional Delivery:

The competent ECSE teacher employs a variety of group and individual instructional opportunities and strategies, both planned and spontaneous, which encourage children's development and learning across developmental domains and content areas, are appropriate to those areas and to each child's individual abilities and learning needs with respect to those areas, are matched to individually appropriate outcomes and goals, and are deliverable in a variety of individual and group learning environments, including inclusive classrooms, community, and homes.

Knowledge:

The competent ECSE teacher understands

- 6A. the cognitive processes associated with various kinds of learning and how these processes can be stimulated.
- 6B. principles and techniques associated with various teaching strategies, including their advantages and limitations for achieving different purposes.

Performance:

The competent ECSE teacher

- 6F. demonstrates appropriate use of a variety of technologies, including adaptive and assistive technologies, to enhance children's development and learning.
- 6G. assumes instructional roles of instructor, facilitator, coach or audience in relation to the context, content, purposes of the instructional setting, needs and interests of children, and priorities and concerns of families with respect to their children's development.
- 6H. monitors achievement of IEP and IFSP goals and outcomes within daily routines and planned instructional activities within school, community, and home environments and modifies instructional plans as needed.

STANDARD 7 - Communication:

The competent ECSE teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in a variety of individual and group learning environments, including inclusive classrooms, community, and home.

Knowledge:

The competent ECSE teacher understands

- 7A. the interrelationships among culture, language, thought and expression, and the function of the home language in the development of young children.
- 7B. communication theory, language development, and the role of language in learning.
- 7D. ethical practices for confidential information and communication, including ethical practices implied by collaborating with families in early development and learning.

Performance:

The competent ECSE teacher

- 7F. employs communication skills that encourage sharing of information and ideas, including reflective listening, reframing, and constructive feedback.
- 7G. selects and employs written, verbal, nonverbal and visual language modes and styles that are responsive to audience and purpose and respectful of individual differences due to culture, language, or disability.
- 7H. creates opportunities for all children to use effective written, verbal, nonverbal and visual communication.

STANDARD 8 - Assessment:

The competent ECSE teacher uses an array of formal and informal assessment sources and approaches to gather information needed for making decisions about individual and group developmental and learning curriculum goals and instructional approaches that are appropriate and responsive to young children and their families.

Knowledge:

The competent ECSE teacher understands

- 8A. typical procedures used at different points in the special education process in relation to the decisions being made, including decisions related to screening, prereferral, referral, classification, and instructional planning and progress evaluation.
- 8B. informal instruments and approaches for making placement and instructional decisions with respect to young children with disabilities, including those from culturally and/or linguistically diverse backgrounds.
- 8C. measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring, including their applicability in evaluating assessments as applied to young children.

Performance:

The competent ECSE teacher

- 8F. uses a variety of informal and formal assessment instruments and procedures to make decisions about children's learning and development and to develop and monitor instructional approaches.
- 8H. selects, adapts, constructs and admin- isters assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards.
- 8J. develops and uses authentic, performance-based assessments of children's learning to assist in planning, to communicate with children and families, and to engage children in self-assessment.
- 8K. adapts assessment for children with specific sensory and motor disabilities.

STANDARD 10 - Reflection and Professional Growth:

The competent ECSE teacher is a reflective practitioner who continually evaluates how choices and actions affect children, parents and other professionals in the learning community and actively seeks opportunities to grow professionally.

Knowledge:

The competent ECSE teacher understands

- 10A. that reflection is an integral part of professional growth and improvement.

Performance:

The competent ECSE teacher

- 10E. uses self-observation, information about children, pedagogical knowledge, and resources as sources for active reflection, evaluation, and revision of practice.
- 10H. reads and critically applies research and recommended practices.

STANDARD 11 - Professional Conduct:

The competent ECSE teacher understands education as a profession, both in general and as it is manifested within the educational community and the social service and family settings in which young children develop and learn, maintains standards of professional conduct, and provides appropriate leadership within these settings to improve children's learning and well-being.

Knowledge:

The competent ECSE teacher understands

- 11A. trends, issues and debates in ECSE, early childhood education, special education, and related fields, including legislation, policy, and program practices related to young children and the early childhood profession.
- 11B. the field of early childhood special education, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice.
- 11F. cultural biases and differences that affect teaching.

Performance:

The competent ECSE teacher

- 11S. conducts instructional, monitoring, evaluation, and other professional activities consistent with the requirements of local, state, provincial, and federal law, rules and regulations, and policies and procedures.
- 11T. serves as a model for children by demonstrating moral and ethical behavior, an inquisitive attitude toward learning, and respect for individual differences, including differences related to disability and to culture and language.
- 11V. demonstrates positive regard for the culture, religion, gender, and sexual orientation of other individuals.
- 11W. practices within the codes of ethics, standards and policies of the education profession and of professional organizations.

ISBE Learning Behavior Specialist 1 (LBS1) Standards:

Standard 2 - Characteristics of Learners:

The competent learning behavior specialist understands how disabilities impact the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students (ages 3-21).

Knowledge:

The competent learning behavior specialist understands:

- LBS2A. the impact of language disorders, processing deficits, cognitive disorders, behavioral/emotional/ social disorders, and physical (including sensory) disabilities on learning.
- LBS2B. the impact of language disorders, processing deficits, cognitive disorders, behavioral/emotional/social disorders, and physical (including sensory) disabilities on behavior.
- LBS2C. the unique impact of multiple disabilities on learning and behavior.

Performance:

The competent learning behavior specialist:

- LBS2D. provides information about students with language disorders, processing deficits, cognitive disorders, behavioral/emotional/ social disorders, physical disabilities, and health impairments and their impact on learning to teachers, parents and employers as appropriate.

Standard 3- Assessment

The competent learning behavior specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21).

Performance:

The competent learning behavior specialist:

- LBS3M. identifies a hierarchy of reinforcers and empirically evaluates their effectiveness for an individual with moderate, severe, and multiple disabilities.
- LBS3N. determines strengths and needs of individual students in the area of reading.
- LBS3O. determines students' independent, instructional, and frustrational reading levels to inform instruction.
- LBS3P. interprets and explains reading diagnostic information for classroom teachers, parents, and other specialists to plan instructional programs.

Standard 4 - Planning for Instruction:

The competent learning behavior specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The learning behavior specialist understands instructional planning and designs instruction based on knowledge of the discipline, student, community, and curriculum goals.

Knowledge:

The competent learning behavior specialist understands

- LBS4A. the Illinois Learning Standards and effective instructional strategies and resources for teaching the scope and sequence in the academic, social, and vocational curricular domains.
- LBS4B. effective instructional strategies for adapting the general curriculum to meet the needs of individual students.
- LBS4C. the use of appropriate reading intervention strategies and support systems for meeting the needs of diverse learners.
- LBS4D. the differences between reading skills and strategies and the role each plays in reading development.
- LBS4E. importance and strategies for teaching emerging literacy skills (concept of print, phonemic awareness, fluency, and comprehension) to success in reading achievement.
- LBS4F. the strategies to develop a longitudinal, outcome-based curriculum with the identification of priorities, including social, language, academic and vocational skills across life skill domains (i.e., domestic, recreation/leisure, vocational, and community).
- LBS4G. adaptive equipment to facilitate eating, dressing, grooming, bowel and bladder management, independent living, and mobility.
- LBS4H. guidelines for the selection and use of augmentative or assistive technology devices (e.g., sign language, electronic devices, picture and symbol systems, and language boards).
- LBS4I. effective strategies for teaching study skills.
- LBS4J. the skills necessary for student success in community settings.
- LBS4K. community vocational options including supported employment and competitive employment models.
- LBS4L. the rationale for career development and vocational programming across the preschool to post-secondary age span.
- LBS4M. the principles of partial participation.

Performance:

The competent learning behavior specialist

- LBS4N. integrates knowledge of the characteristics of the learner, Illinois Learning Standards, general curriculum and adaptation strategies appropriately into an effective individualized education program.
- LBS4O. selects appropriate instructional strategies based on the curricular content and the age and skill level of the student.
- LBS4P. evaluates, selects, develops, and adapts curricular materials and technology appropriate for individuals with disabilities.

- LBS4Q. applies the use of appropriate reading intervention strategies and support systems for meeting the needs of diverse learners.
- LBS4R. adjusts reading instruction to meet the learning needs of diverse learners.
- LBS4S. assesses the entrance level skill requirements of a potential site for vocational placement.
- LBS4T. prioritizes skills and chooses chronologically age-appropriate materials, emphasizing functionality, instruction in natural settings, and interactions between students with and without disabilities.
- LBS4U. develops longitudinal, outcome-based curricula for individual students.
- LBS4V. identifies and prioritizes objectives for community skill training.
- LBS4W. identifies available community recreational/leisure activities.
- LBS4X. identifies vocational and community placements appropriate to the age and skill level of the student.

STANDARD 5- Learning Environment:

The competent learning behavior specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Knowledge:

The competent learning behavior specialist understands:

- LBS5A. rationale for selecting specific management techniques.
- LBS5B. theories and positive approaches for managing significant behavior problems, including self-stimulation and self-abuse.

Performance:

The competent learning behavior specialist:

- LBS5C. uses appropriate strategies for managing significant behavioral episodes and crisis Intervention.
- LBS5D. coordinates activities of related services personnel to maximize direct instruction time for individuals with disabilities and to ensure that related services are integrated into individuals' daily activities and schedule.
- LBS5E. uses appropriate strategies for decreasing self-abusive behaviors.

LBS5F. plans and implements instructional programs and behavioral interventions designed to facilitate the acquisition of adaptive social skills.

STANDARD 6 - Instructional Delivery:

The competent learning behavior specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-21).

Knowledge:

The competent learning behavior specialist understands

LBS6C. language intervention strategies and appropriate uses across age and skill levels.

LBS6D. instructional procedures for increasing communication use, spontaneity, and to promote generalization of communication.

Performance:

The competent learning behavior specialist

LBS6F. plans, organizes, and implements educational programs appropriate to the cognitive, linguistic, and physical needs of individuals in the least restrictive environment.

LBS6M. participates in the selection and implementation of augmentative or alternative communication devices and systems for use with students with disabilities.

LBS6O. applies principles of instruction for generalized language arts or math skills to teaching domestic, community, school, recreational, or vocational skills that require language arts or math.

LBS6Q. uses language intervention strategies and appropriate usage across age and skill levels.

LBS6T. uses instructional procedures for increasing communication use and spontaneity, and to promote generalization of communication.

STANDARD 7 - Collaborative Relationships:

The competent learning behavior specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraeducators, and students.

Knowledge:

The competent learning behavior specialist understands

LBS7A. collaborative and consultative roles of special educators in the integration of individuals with disabilities into the general curriculum, and educational and alternative settings (including community).

Performance:

The competent learning behavior specialist

LBS7B. collaborates with parents, general educators, other professionals (including community) and paraeducators in the integration of individuals with disabilities into the general curriculum, and educational and alternative settings.

STANDARD 8 - Professional Conduct and Leadership:

The competent learning behavior specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.

Knowledge:

The competent learning behavior specialist understands

LBS8A. one's scope of practice and seeks additional resources and assistance as needed to meet the individualized needs of students.

Performance:

The competent learning behavior specialist

LBS8B. practices within one's own scope of practice and seeks additional resources and assistance as needed to meet the individualized needs of students.

LBS8C. demonstrates an ethical responsibility to advocate for the least restrictive environment and appropriate services.

LBS8D. engages in professional activities that benefit students with disabilities.

Major Evaluation Components:

Primary/assessment process, specific ways students' performance are evaluated in this course relative to standards.

1. Exams: Three exams will be given. Exams will be a combination of multiple choice, true-false, matching, and/or short answer/ essay questions. Points: 200
CEC CC: 1, 2, 3, 4, 5, 6, 7, 8, 9; CEC EC 2, 3, 6, 8, 9; IPTS 1D, 1E, 1H, 1J, 1K, 1L, 2H, 2O, 3E, 4D, 5M, 5N, 5P, 6C, 6D, 6H, 7A, 7B, 7C, 7D, 7E, 7G, 7H, 7I, 7R, 8D, 8H; ISBE ECSE 1A, 2B, 2F, 7B, 8A, 11B; ISBE LBS1 2, 4, 6.
2. Article Review: Review an article written in 2005 or later, on a topic of language as related to children birth through eight years of age. Select your article from these four areas: (a) speech/language development, (b) speech/language problems, (c) language assessment, and (d) language intervention strategies. On your designated day, present your article in class. A one page typed summary and a copy of the article must be provided to the instructor for the article reviewed, following the format provided in class. (NOTE: The article must relate to the language of young children – otherwise it will not fulfill the requirements of this assignment.) Points: 20
CEC CC: 1, 2, 3, 6, 9; CEC EC CC 9; IPTS 2F, 9A; ISBE ECSE 7B, 7D, 8A, 8C, 8H, 11A; ISBE CC/LBS1: 2, 7, 8.
3. Language Sample: Assess the language skills of a young child aged three to five years old through use of the language sampling procedure. Further directions are given in class. Points: 100
CEC CC: 2,3, 6, 8; CEC EC:10; IPTS 1A, 1C, 1D, 1E, 1G, 2H, 3G, 4D, 5F, 5H, 6H, 7D, 7I, 7K, 7O, 7R, 8M, 8O, 9I, 9J, 9M; ISBE ECSE 1A, 5D, 6A, 6D, 6G, 7F, 8B, 8M, 8C, 8F, 8H; ISBE LBS1: 2,4,6.
4. Emergent Literacy Assessment: Assess the emergent literacy skills of the same child used for the language sample assignment. This would include oral language, phonemic awareness, alphabetic principles and writing letters, name, and other words. Use the informal assessment forms provided in class to guide your assessment. This activity must be done individually with one child. Points: 50
CEC/CC: 1,8,10; CEC EC: 8,9,10;; IPTS: 1C, 1D, 1E, 4D, 5F, 7A, 7B, 7E, 7H, 8A, 8D, 9A, 9T; ISBE/ ECSE: 1A, 3A, 3D, 3E, 3F, 5D, 6A, 6D, 6G, 7A,7F, 8B, , 8C, 8F, 8G,8H, 8M,10E,11F, 11T, 11V, 11W; ISBE LBS 1: 2, 3, 4, 5, 6.
5. Early Literacy Lesson Plan: Candidates write an Early Literacy lesson plan based on a case study. This requires consideration of cultural, linguistic, and learning characteristics, including needs of English Language Learners and for assistive technology. The domains most directly assessed are diverse students and subject areas. Points: 50
CEC CC 2, 3, 4, 5, 6, 7, 9; CEC EC: 2, 3, 4, 5, 6, 7, 9; ILCC and LBS1: 2, 3,4, 5, 6;
IPTS: 1C, 1D, 1E, 1F, 1H, 1I, 1J, 1K, , 1L, 2H, 2O, 3C, 3E, 3G, 3H, 3N, 3P, 3Q, 4D, 4J,

5M, 5N, 5P, 6A, 6B, 6C, 6D, 6E, 6F, 6G, 6H, 6J, 6N, 7B, 7F, 7G, 7I, 7M, 7R, 9I, 9J, 9M;
ISBE/ECSE: 1A, 1B, 1D, 1F, 1I, 1J, 1K, 2B, 2C, 2D, 2F, 2I, 2J, 2K, 2L, 3A, 3B, 3D, 3E,
3F, 3H, 4C, 4E, 4F, 4G, 4H, 4I, 4M, 4N, 4P, 4T, 4V, 5B, 5E, 5M, 6A, 6B, 6D, 6F, 6G,
6H, 7A, 7B, 7D, 7G, 7H, 8E, 8F, 8G, 8J, 8K, 10A, 10E, 10H, 11F, 11S, 11V, 11W.

*The instructor reserves the right to change these requirements or the course outline as deemed necessary.

- I. Communication and Language Development
 - A. Review of Normal Speech and Lanugage Development (Berk, 2009; Bloom & Lahey, 1978; Gallagher & Prutting, 1983; Hulit & Howard, 1993; Kuhl, 2006; Lund & Duchan, 1988; Owens, 1992; Pence & Justice, 2008)
 1. Phonology
 2. Morphology
 3. Semantics
 4. Syntax
 5. Pragmatics
 - B. Theoretical Perspectives on Communication and Language Development (Bricker, 1967; Chomsky, 1967; Cromer, 1974; Lenneberg, 1967, 1969; Piaget, 1971; Skinner, 1957; Vygotsky, 1978)
 1. Psycholinguist
 2. Behaviorist
 3. Social Interactionist
 4. Semantic-Cognitive
 5. Pragmatic

- II. Early Literarcy Development (Kaderavek, Cabell, & Justice, 2009; McKenna Walpole, & Conradi, 2010; Rhyner, Hoebig, & West, 2009; Roskos, Tabors, & Lenhart, 2009; Vukelich, Chrisite, & Enz, 2012; Justice 7 Kaderavek, 2004)
 - A. Overview of Typical Early Literacy
 1. Defining early literacy
 2. Knowledge
 3. Skills
 4. Common Core Standards
 - B. Components of early literacy
 1. Oral language (listening and speaking)
 2. Early writing (function and form)
 3. Early reading (awareness and knowledge)
 - C. Perspectives of early literacy (Rhyner, Hoebig, & West, 2009)
 1. Developmental perspective
 2. Component perspective
 3. Child and environmental influences perspective
 - D. Early Literacy Approaches
 1. Explicit

2. Embedded
3. Embedded-Explicit

III. Variables that Impact Speech/Language and Early Literacy Development (Goldstein, 2002; Hanson, 1996; Hart&Risley, 1995; McKenna, Walpole, & Conradi, 2010; McLean, 1998; Marulis & Neuman, 2010; Robinson, 2011; Rosenkoetter & Knapp-Philo, 2006; Spencer & Meadow-Orlans, 1996; Tamis-LeMonda, Cristofar, Rodriguez, & Bornstein, 2006)

- A. Disabilities associated with speech/language and early literacy issues in young children
 1. Sensory impairments
 2. Physical impairments
 3. Central processing problems (visual and auditory)
 4. Autism
- B. Existing delays in other developmental areas
 1. Cognitive development
 2. Social/emotional development
 3. Motor development
- C. Environmental and cultural influences
- D. English language learners

IV. An Overview of Speech and Language and Early Literacy Issues Common in Early Childhood (Allen, 1993; Bernstein & Tiegermann, 1985; Craig, et al., 1991; Kriegsmann, Gallagher, & Meyers, 1982; Jones & Derman-Sparks, 1992; Owens, 1991)

- A. Types of Speech and Language Issues
 1. Phonological disorders
 - a. Motor speech disorders
 - b. Articulation problems
 - c. Voice disorders
 - d. Dysfluencies
 2. Receptive and expressive language disorders
 - a. Morphological difficulties
 - b. Semantic difficulties
 - c. Syntax difficulties
 - d. Pragmatic difficulties
- B. Types of Underlying Indicators Related to Early Literacy
 1. Auditory and visual attending skills
 2. Ocular motor skills
 3. Auditory discrimination skills related to phonological awareness

4. Processing and comprehension skills related to narrative text Visualization and memory skills related to narrative text and expression
 5. Fine motor skills related to printing
 - a. Hand and finger strength
 - b. Eye hand coordination
 - c. Spatial relationships
 - C. Impact of speech/language disorders on early literacy
 - D. Impact of speech/language and early literacy issues on developmental areas
 1. Cognitive
 2. Social/Emotional
 3. Adaptive/Self-help
 4. Development of pre-academic skills
 5. Development of higher level reading skills
- V. Assessment of Young Children’s Language and Early Literacy Skills (Bernstein & Tiegermann, 1985; Bloom & Lahey, 1978; Espinosa, 2010; Gallagher & Prutting, 1983; Lee, 1974; Lund & Duchan, 1988; McLean, 1998; *National Reading Panel, 2000*; Proctor & Murnyack, 1995; Prizant & Wetherby, 1993; Roberts & Crais, 1989; Roskos, Tabors, & Lenhart, 2009; Snow & Oh, 2011)
- A. Informal assessment of language skills
 1. Language sample analysis
 2. Informal assessment of early literacy skills
 - B. Oral Language Skills
 1. Vocabulary (societal & academic)
 2. Narrative Comprehension
 3. Narrative Expression
 - C. Early Reading Skills
 1. Phonological Awareness
 2. Alphabetic Principles
 - D. Early Writing Skills
 1. Letters
 2. Name
 3. Words
 - E. Criterion-referenced Assessment of Language and Literacy Skills and Diversity
 1. Overview of criterion-referenced assessments for young children
 2. Assessing English language learners
 3. Cultural factors
 4. Diversity factors
 - a. Family factors
 - b. Language issues

VI. Facilitating Language and Literacy Development in Children within the Response to Intervention (Recognition and Response) Structure (Alpert & Kaiser, 1992; Brooks & Benjamin, 1989; Buysse & Peisner-Feinberg, 2010; Chandler et al., 2008; Dennis & Horn, 2011; Dunst & Shue, 2005; Fenald, 1989; Fey, 1986; Jones & Warren, 1991; Hancock & Kaiser, 1996; Kretlow & Blatz, 2011; Kriegsmann & Gallagher, 1982; Lund & Duchan, 1988; Nemeth, 2012; Notari-Syverson & Challoner, 2005; O'Brien & Xiufen, 1995; Reutzel, & Jones, 2010; Roberts & Crais, 1989; Roskos, Tabors, and Lenhart, 2009; Saint-Laurent, Giasson, & Couture, 1998; Schwartz, Carta, & Grant, 1996; Yoder, Davies, & Bishop, 1994)

A. Overview of the Response to Intervention (RtI) Structure

1. Description of process
2. Description of three tiers within process
3. Screening, data collection and progress monitoring

B. Tier One Language and Early Literacy Strategies

1. Evidence-based strategies within instructional frameworks (shared book reading, songs, rhymes, and word play, storytelling, circle time and dramatic play)
2. Strengths and needs of each child
3. Cultural and linguistic abilities of each child
4. Learning styles and interests of each child
5. Developing a language/literacy-rich, culturally relevant environment

C. Tier Two Language and Early Literacy Strategies

1. Strategies for facilitating language development
 - a. Direct training techniques
 - b. Indirect training techniques
 - c. Enhanced milieu training
2. Strategies for facilitating early literacy development
 - a. Task analysis of skills within emergent literacy categories (oral language, early reading, and early writing)
 - b. Most to Least Prompting (Scaffolding)
 - 1) Verbal prompting (dialogic reading, narrative comprehension and expression, etc.)
 - 2) Visual prompting sequencing stories, vocabulary, printing, narrative comprehension and expression)
 - 3) Physical prompting (printing)

D. Tier Three Language and Early Literacy Strategies

1. Strategies for Facilitating Language/Communication Skills
 - a. Augmentative/Alternative systems
 - b. Functional language training
2. Strategies for Facilitating Early Literacy Skills

- E. Orchestrating and Generalizing Language and Literacy Instruction Across Program and Family Environments
- F. Instructional Technologies

VII Collaboration for Addressing Speech and Language/Literacy Needs of Young Children (Marvin & Ogden, 2005; Justice & Kaderavek, 2004)

- A. Collaboration Process
 - 1. Identification of strengths and needs
 - 2. Intervention selection
 - 3. Implementation of intervention
 - 4. Progress monitoring of intervention
- B. Role of speech and language pathologist
- C. Role of teachers
- D. Role of families

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- Alpert, C.L., Kaiser, A.P. (1992). Training parents as milieu language teachers. *Journal of Early Intervention, 16(1)*, 31-52.
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- Bricker, W.A. (1967). Errors in the echoic behavior of preschool children. *Journal of Speech and Hearing Research, 10*, 67-76.
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